THE NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS

VOLUME II

(Supplemental Questionnaires-
Part of System Clearance Submittal)

BACKGROUND QUESTIONS

FOR THE YEAR 2005 ASSESSMENT

Mathematics-Specific Background Questions
4th Grade Teacher Questionnaire
8th Grade Math Teacher Questionnaire
School Questionnaires (4, 8, 12 Grades)

May 24, 2004

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2005 BACKGROUND QUESTIONS (Mathematics Student (4, 8, 12 Grades), *4*[th] *Grade Teacher, 8*[th] *Grade Math Teacher, School Questionnaires (4, 8, 12 Grades)*

Section 1   Explanation and Burden Information for This Submittal

This document contains supplemental information pertaining to the NAEP System Clearance proposal submitted on December 15, 2003. It contains burden information and some of the actual background questionnaires (student, teacher, and school) that will be used in the 2005 operational (Reading, Math, and Science) and pilot assessments (U.S. History, Civics, and Economic). The accompanying student questions are only the subject-specific questions; students will also answer a core section of background questions, which was included in the initial System Clearance submittal.

These specific questionnaires were not included in the prior system clearance submittals because their final format was not approved by NAGB until May 2004.

Estimated Respondent Burden for Operational and Pilot Test Items
By Year, By Subject, By Group
2005-2007 Assessments
(From 12/15/03 System Clearance Submittal)

Year	Subjects	Students	Student Burden (in hours)	Teachers	Teacher Burden (in hours)	Schools	School Burden (in hours)	SD/LEP	SD/LEP Burden (in hours)
2005	Reading	398,035	99,509	11,039	3,643	5,520	1,822	13,112	4,327
	Math	396,880	99,220	11,007	3,632	5,504	1,816	13,074	4,314
	Science	392,315	98,079	10,881	3,591	5,440	1,795	12,923	4,265
	Science Bridge	39,600	9,900	1,098	362	549	181	1,304	430
	Reading Pilot	4,950	1,238	137	45	69	23	163	54
	Math Pilot	4,950	1,238	137	45	69	23	163	54
	Civics Pilot	**3,300**	**825**	**92**	**30**	46	15	109	36
	History Pilot	**3,300**	**825**	**92**	**30**	46	15	109	36
	Economics Pilot	**5500**	**1,375**	**153**	**50**	76	25	181	60
		1,248,830	312,208	34,636	11,430	17,318	5,715	41,138	13,576

* Note: Highlighted cells indicate questionnaires in this submittal that contribute to portions of these overall burden totals.

SECTION 2

2005 -- STUDENT QUESTIONS

I.   MATHEMATICS (4, 8, 12)

OMB Information on Student Questionnaire Cover Page

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control numbers for this information collection are 1850-XXXX. The time required to complete this information collection is estimated to average 80 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: NAEP/NCES, U.S. Department of Education, 1990 K Street N.W., Washington, D.C. 20006-5651.

A project of the National Center for Education Statistics of the Institute of Education Sciences.
This report is authorized by law(P.L.107-110, 20 U.S.C. §9010). While your participation is voluntary, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
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Student Questionnaire
Mathematics – Grade 4

1. How often do you use a computer for math at school?

   A. Never or hardly ever

   B. Once every few weeks

   C. About once a week

   D. Two or three times a week

   E. Every day or almost every day

For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

2. Do you use a computer to type reports for math?

   A. Yes

   B. No

3. Do you use a computer to make charts or graphs for math?

   A. Yes

   B. No

4. Do you use a computer to practice or drill on math?

   A. Yes

   B. No

5. Do you use a computer to play math games?

   A. Yes

   B. No

6. Do you use a computer to e-mail your teacher about math?

   A. Yes

   B. No

7. Do you use the Internet to learn things about math?

   A. Yes

   B. No

8. How often do you **use a calculator**?

   A. Never or hardly ever

   B. Once in a while

   C. Almost every day

9. What kind of **calculator** do you normally use?

   A. I don't have a calculator

   B. Regular calculator (addition, subtraction, multiplication, division)

   C. Graphing calculator

10. Have you ever used a graphing calculator?

   A. Yes

   B. No

   C. I don't know what a graphing calculator is

11. When you take a math test or quiz, how often do you use a calculator?

   A. Never

   B. Sometimes

   C. Always

12. How hard was this test compared to most other tests you have taken this year in school?

    A. Easier than other tests

    B. About as hard as other tests

    C. Harder than other tests

    D. Much harder than other tests

13. How hard did you try on this test, compared to how hard you tried on most other tests you have taken this year in school?

    A. Not as hard as on other tests

    B. About as hard as on other tests

    C. Harder than on other tests

    D. Much harder than on other tests

14. How important was it to you to do well on this test?

    A. Not very important

    B. Somewhat important

    C. Important

    D. Very important

Student Questionnaire
Mathematics – Grade 8

1. What math class are you taking this year?

   A. Geometry

   B. Algebra II

   C. Algebra I (one-year course)

   D. First year of a two-year Algebra I course

   E. Second year of a two-year Algebra I course

   F. Introduction to algebra or pre-algebra

   G. Basic or general eighth-grade math

   H. Integrated or sequential math

   I. Other math class

2. What math class do you expect to take next year?

   A. Geometry

   B. Algebra II

   C. Algebra I (one-year course)

   D. First year of a two-year Algebra I course

   E. Second year of a two-year Algebra I course

   F. Introduction to algebra or pre-algebra

   G. Basic or general math

   H. Integrated or sequential math

   I. Business or consumer math

   J. Other math class

   K. I don't know

3. How often do you use a computer for math at school?

    A. Never or hardly ever

    B. Once every few weeks

    C. About once a week

    D. Two or three times a week

    E. Every day or almost every day

4. On a typical day, how much time do you spend doing work for math class on a computer? Include work you do in class and for homework.

    A. None

    B. Half an hour or less

    C. About 1 hour

    D. About 2 hours

    E. More than 2 hours

5. When you are doing math for school or homework, how often do you use these **different types of computer programs**? Fill in one oval on each line.

		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a.	A spreadsheet program for math class assignments	A	B	C	D	E	VB543157
b.	A program to practice or drill on math facts (addition, subtraction, multiplication, division)	A	B	C	D	E	VB543158
c.	A program that presents new math lessons with problems to solve	A	B	C	D	E	VB543160
d.	The Internet to learn things for math class	A	B	C	D	E	VB543159
e.	A calculator program on the computer to solve or check problems for math class	A	B	C	D	E	VB543161
f.	A graphing program on the computer to make charts or graphs for math class	A	B	C	D	E	VB543262
g.	A statistical program to calculate patterns such as correlations or cross tabulations	A	B	C	D	E	VB517157
h.	A word processing program to write papers for math class	A	B	C	D	E	VB543156
i.	A drawing program to work with geometric shapes for math class	A	B	C	D	E	VB543263

6. When you are **doing math for school or homework**, how often do you **use a computer** for the following? Fill in one oval on each line.

	Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day
a. Chat online with friends about math class work or homework (for example, e-mail, chat rooms, or instant messaging)	A	B	C	D	E
b. Find out about math class work or homework from your teacher using e-mail, instant messaging, web, etc.	A	B	C	D	E
c. Use a computer to get help with math from an outside source (for example, online tutoring)	A	B	C	D	E

7. How often do you use a computer to play math games **in your math class**?

A. Never or hardly ever

B. Once every few weeks

C. About once a week

D. Two or three times a week

E. Every day or almost every day

8. How often do you use a computer to play math games that are **not for a math class**?

A. Never or hardly ever

B. Once every few weeks

C. About once a week

D. Two or three times a week

E. Every day or almost every day

9. How often do you use these different types of calculators in your math class?

		Never use	Sometimes, but not often	Usually use	
a.	Basic Four-Function (Addition, Subtraction, Multiplication, Division)	A	B	C	VB517160
b.	Scientific (not Graphing)	A	B	C	VB517162
c.	Graphing	A	B	C	VB517282

10. What kind of calculator do you usually use when you are **not in math class**?

A. None

B. Basic Four-Function (Addition, Subtraction, Multiplication, Division)

C. Scientific (not Graphing)

D. Graphing

11. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a.	To check your work on math homework assignments	A	B	C	D	E	VB543270
b.	To calculate the answers to math homework problems	A	B	C	D	E	VB543271
c.	To work in class on math lessons led by your teacher	A	B	C	D	E	VB543272

12. When you take a math test or quiz, how often do you use a calculator?

A. Never

B. Sometimes

C. Always

13. This year, have you used **computers** to help you learn math in an after-school or tutoring program?

    A. Yes

    B. No

14. How hard was this test compared to most other tests you have taken this year in school?

    A. Easier than other tests

    B. About as hard as other tests

    C. Harder than other tests

    D. Much harder than other tests

15. How hard did you try on this test, compared to how hard you tried on most other tests you have taken this year in school?

    A. Not as hard as on other tests

    B. About as hard as on other tests

    C. Harder than on other tests

    D. Much harder than on other tests

16. How important was it to you to do well on this test?

    A. Not very important

    B. Somewhat important

    C. Important

    D. Very important

Student Questionnaire
Mathematics – Grade 12

1. Which courses have you taken from eighth grade to the present? **Fill in one or more ovals on each line**. INCLUDE courses taken in summer school, but DO NOT INCLUDE topics that were only taught as part of a longer course (such as trigonometry taught in drafting class or computer programming taught in Algebra II).

		I have never taken this course	I took this course in Grade 8	I took this course in Grade 9	I took this course in Grade 10	I took this course in Grade 11	I took this course in Grade 12	
a.	**Basic** or **general** mathematics course	A	B	C	D	E	F	VB543280 MODIFIED
b.	**Tech-prep** mathematics, **business** mathematics, **consumer** mathematics, or other **applied mathematics** course	A	B	C	D	E	F	VB543281 MODIFIED
c.	**Introduction to algebra** or **pre-algebra** course	A	B	C	D	E	F	VB543282 MODIFIED
d.	**Algebra I** course	A	B	C	D	E	F	VB543283 MODIFIED
e.	**Geometry** course	A	B	C	D	E	F	VB543285 MODIFIED
f.	**Algebra II** course, **with or without trigonometry**	A	B	C	D	E	F	VB543286 MODIFIED
g.	**Trigonometry** (as a separate course)	A	B	C	D	E	F	VB543287 MODIFIED
h.	**Pre-calculus** course, (also called third-year algebra or elementary functions and analysis)	A	B	C	D	E	F	VB543288 MODIFIED
i.	**Unified, integrated, or sequential** mathematics course	A	B	C	D	E	F	VB543289 MODIFIED
j.	**Probability or statistics** course	A	B	C	D	E	F	VB543290 MODIFIED
k.	**Calculus** course	A	B	C	D	E	F	VB543292 MODIFIED
l.	**Discrete or finite** mathematics course	A	B	C	D	E	F	VB543291 MODIFIED
m.	**Other** mathematics course	A	B	C	D	E	F	VB543293 MODIFIED
n.	**Computer programming** course (such as C++, Pascal, Visual Basic, etc.)	A	B	C	D	E	F	VB543294 MODIFIED

2.　Are you currently enrolled in or have you taken an Advanced Placement (AP) course in mathematics? Fill in **one or more** ovals.

　　A. Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus AB

　　B. Yes, I am enrolled in or have taken Advanced Placement (AP) Calculus BC

　　C. Yes, I am enrolled in or have taken Advanced Placement (AP) Statistics

　　D. No, I have never taken an Advanced Placement (AP) mathematics course

3.　Are you currently enrolled in or have you taken any **online** mathematics courses for **high school or college credit**?

　　A. Yes

　　B. No

4.　How often do you use a computer to play mathematics games that are **not for a mathematics class**?

　　A. Never or hardly ever

　　B. Once every few weeks

　　C. About once a week

　　D. Two or three times a week

　　E. Every day or almost every day

5.　What kind of calculator do you usually use when you are **not in mathematics class**?

　　A. None

　　B. Basic Four-Function (Addition, Subtraction, Multiplication, Division)

　　C. Scientific (not Graphing)

　　D. Graphing

6.　Are you currently taking a mathematics course?

　　A. Yes → **Go to Question 7**

　　B. No → **Thank you for your time. You do not need to answer the remaining questions on this survey**.

7. How often do you use a computer for mathematics at school?

    A. Never or hardly ever

    B. Once every few weeks

    C. About once a week

    D. Two or three times a week

    E. Every day or almost every day

8. On a typical day, how much time do you spend doing work for mathematics class on a computer? Include work you do in class and for homework.

    A. None

    B. Half an hour or less

    C. About 1 hour

    D. About 2 hours

    E. More than 2 hours

9. When you are doing mathematics for school or homework, how often do you use these **different types of computer programs**? Fill in one oval on each line.

		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a.	A spreadsheet program for mathematics class assignments	A	B	C	D	E	VB543157
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c.	A program that presents new mathematics lessons with problems to solve	A	B	C	D	E	VB543160
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f.	A graphing program on the computer to make charts or graphs for mathematics class	A	B	C	D	E	VB543262
g.	A statistical program to calculate patterns such as correlations or cross tabulations	A	B	C	D	E	VB517157

10. When you are **doing mathematics for school or homework**, how often do you **use a computer** for the following? Fill in one oval on each line.

		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a.	Chat online with friends about mathematics class work or homework (for example, e-mail, chat rooms, or instant messaging)	A	B	C	D	E	VB543152
b.	Find out about mathematics class work or homework from your teacher using e-mail, instant messaging, web, etc.	A	B	C	D	E	VB543153
c.	Use a computer to get help with mathematics from an outside source (for example, online tutoring)	A	B	C	D	E	VB543154

11. How often do you use these different types of calculators in your mathematics class?

		Never use	Sometimes, but not often	Usually use	
a.	Basic Four-Function (Addition, Subtraction, Multiplication, Division)	A	B	C	VB517160
b.	Scientific (not Graphing)	A	B	C	VB517162
c.	Graphing	A	B	C	VB517282

12. For each of the following activities, how often do you use a **calculator**? Fill in **one** oval on each line.

		Never or hardly ever	Once every few weeks	About once a week	Two or three times a week	Every day or almost every day	
a.	To check your work on mathematics homework assignments	A	B	C	D	E	VB543270
b.	To calculate the answers to mathematics homework problems	A	B	C	D	E	VB543271
c.	To work in class on mathematics lessons led by your teacher	A	B	C	D	E	VB543272

13. When you take a mathematics test or quiz, how often do you use a calculator?

A. Never

B. Sometimes

C. Always

14. How hard was this test compared to most other tests you have taken this year in school?

A. Easier than other tests

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C. Harder than other tests

D. Much harder than other tests

15. How hard did you try on this test, compared to how hard you tried on most other tests you have taken this year in school?

A. Not as hard as on other tests

B. About as hard as on other tests

C. Harder than on other tests

D. Much harder than on other tests

16. How important was it to you to do well on this test?

    A. Not very important

    B. Somewhat important

    C. Important

    D. Very important

SECTION 3

2005 -- TEACHER QUESTIONS

I. Grade 4 Operational (Reading, Math, Science))

II. Grade 8 Mathematics

OMB Information on Teacher Questionnaire Cover Page

Teacher Questionnaire
Grade 4

Part I: Background, Education, & Training

1. Are you Hispanic or Latino? Fill in **one or more ovals.** (VB331330)

    A. No, I am not Hispanic or Latino.

    B. Yes, I am Mexican, Mexican American, or Chicano.

    C. Yes, I am Puerto Rican or Puerto Rican American.

    D. Yes, I am Cuban or Cuban American.

    E. Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals.** (VB331331)

    A.   White

    B.   Black or African-American

    C.   Asian

    D.   American Indian or Alaska Native

    E.   Native Hawaiian or other Pacific Islander

3. Counting this year, how many years have you worked as an elementary or secondary teacher? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00." (VB333653)

    ☐☐ Years

4. What type of teaching certificate do you hold in the state where you currently teach? (New)

  A. Regular or standard state certificate or advanced professional certificate
     → Skip to Question 6

  B. Probationary certificate (the initial certificate issued after satisfying all requirements
     except the completion of a probationary period) → Go to Question 5

  C. Provisional or other type of certificate given to persons who are still participating in
     what the state calls an "alternative certification program" → Go to Question 5

  D. Temporary certificate (requires some additional college coursework and/or student
     teaching before regular certification can be obtained) → Go to Question 5

  E. Emergency certificate or waiver (issued to persons with insufficient teacher preparation
     who must complete a regular certification program in order to continue teaching)
     → Go to Question 5

  F. No certificate → Go to Question 5

5. Do you hold a currently valid regular or standard certification from a state other than the
   one in which you are currently teaching? (New)

  A. Yes

  B. No

6. What is the highest academic degree you hold? (HE001012)

  A. High-school diploma

  B. Associate's degree/vocational certification

  C. Bachelor's degree

  D. Master's degree

  E. Education specialist's or professional diploma based on at least one year's work past
     master's degree

  F. Doctorate

  G. Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

7. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

		Yes, a major	Yes, a minor or special emphasis	No	
a.	Mathematics education	A	B	C	VB482657
b.	Mathematics	A	B	C	VB482658
c.	Other mathematics-related subject such as statistics	A	B	C	VB482659
d.	Reading, language arts, or literacy education	A	B	C	VB378391
e.	English	A	B	C	VB378392
f.	Other language-arts related subject	A	B	C	VB37894
g.	Science education	A	B	C	NEW
h.	Biology or other life science	A	B	C	NEW
i.	Physics, chemistry, or other physical science	A	B	C	NEW
j.	Earth or space science	A	B	C	NEW
k.	Other science-related subject	A	B	C	NEW
l.	Education (including elementary or early childhood)	A	B	C	VB482660

8. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

		Yes, a major	Yes, a minor or special emphasis	No	
a.	Mathematics education	A	B	C	VB473837
b.	Mathematics	A	B	C	VB473838
c.	Other mathematics-related subject such as statistics	A	B	C	VB473839
d.	Reading, language arts, or literacy education	A	B	C	VB378395
e.	English	A	B	C	VB378396
f.	Other language-arts related subject	A	B	C	VB378398
g.	Science education	A	B	C	NEW
h.	Biology or other life science	A	B	C	NEW
i.	Physics, chemistry, or other physical science	A	B	C	NEW
j.	Earth or space science	A	B	C	NEW
k.	Other science-related subject	A	B	C	NEW
l.	Education (including elementary or early childhood)	A	B	C	VB473840

9. As part of either your undergraduate or graduate coursework, how many **advanced mathematics** courses (such as trigonometry, calculus, or statistics) did you take?

A. None

B. 1 or 2 courses

C. 3 or 4 courses

D. 5 or more courses

10. As part of either your undergraduate or graduate coursework, how many **mathematics education** courses did you take?

A. None

B. 1 or 2 courses

C. 3 or 4 courses

D. 5 or more courses

11. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

		Not at all	Small extent	Moderate extent	Large extent	
a.	How students learn mathematics	A	B	C	D	VB543502
b.	Mathematics theory or applications	A	B	C	D	VB543503
c.	Content standards in mathematics	A	B	C	D	VB543504
d.	Curricular materials available in mathematics (units, texts)	A	B	C	D	VB543505
e.	Instructional methods for teaching mathematics	A	B	C	D	VB543506
f.	Effective use of manipulatives in mathematics instruction	A	B	C	D	VB519181
g.	Effective use of calculators in mathematics instruction	A	B	C	D	VB543507
h.	Use of computers or other technology in mathematics instruction	A	B	C	D	VB543508
i.	Methods for assessing students in mathematics	A	B	C	D	VB543509
j.	Preparation of students for district and state assessments	A	B	C	D	VB543510
k.	Issues related to ability grouping in mathematics	A	B	C	D	VB543511
l.	Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	A	B	C	D	VB543512

12. **During the last two years**, did you participate in or lead any of the following professional development activities **related to the teaching of language arts, science, or mathematics**. Language arts refers to reading, writing, literature, and related topics. Fill in **one or more** ovals on each line. (VB473820)

		Yes, related to language arts	Yes, related to science	Yes, related to mathematics	No	
a.	College course taken after your first certification	A	B	C	D	(VB473843)
b.	Workshop or training session	A	B	C	D	(VB473844)
c.	Conference or professional association meeting	A	B	C	D	(VB473845)
d.	Observational visit to another school	A	B	C	D	(VB473846))
e.	Mentoring and/or peer observation and coaching as part of a formal arrangement	A	B	C	D	(VB473847)
f.	Committee or task force focusing on curriculum, instruction, or student assessment	A	B	C	D	(VB473848)
g.	Regularly scheduled discussion or study group	A	B	C	D	(VB473849)
h.	Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	A	B	C	D	(VB473850)
i.	Individual or collaborative research	A	B	C	D	(VB473851)
j.	Independent reading on a regular basis (for example, educational journals, books, or the Internet)	A	B	C	D	(VB473852)
k.	Co-teaching/team teaching	A	B	C	D	(VB473853)
l.	Consultation with a subject specialist	A	B	C	D	(VB473854)

13. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. These activities are usually led by personnel from outside the particular school. During the last two years have you participated in such activities? (New)

		Yes	No
a.	Within your school	A	B
b.	As part of a team outside your school	A	B

If you teach <u>Mathematics</u>, please continue. If you do <u>not</u> teach Mathematics, skip to Part III (Reading/Language Arts).

Teacher Questionnaire
Part II: Mathematics – Grade 4

1. How many hours of mathematics instruction do your students receive in a typical week?

    A. Less than 3 hours

    B. At least 3 hours, but less than 5 hours

    C. At least 5 hours, but less than 7 hours

    D. 7 or more hours

2. Which best describes your role in teaching mathematics?

    A. I teach multiple subjects, including mathematics

    B. The only subject I teach is mathematics

3. Do you have special leadership responsibilities for the following subjects at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

		Yes	No
a.	Reading/Language Arts	A	B
b.	Mathematics	A	B
c.	Science	A	B

4. Are computers available for use by you or your students?

    A. Yes, computers are available to my students and to me → Go to Question 8

    B. Yes, I have access to computers, but my students do not → Skip to Question 12

    C. No, neither my students nor I has access to computers at school → Skip to Question 16

5. When using computers for mathematics instruction **in your classroom**, how many computers are available for your students?

    A. One computer for each student

    B. One computer for every two students

    C. One computer for every three students

    D. One computer for every four students

    E. One computer for every five or more students

    F. I do not use computers in my classroom for mathematics instruction.

6. When using computers for mathematics instruction **in a computer lab or media** center, how many computers are available for your students?

    A. There is no computer lab / media center available

    B. One computer for each student

    C. One computer for every two students

    D. One computer for every three students

    E. One computer for every four students

    F. One computer for every five or more students

    G. I do not use computers in a computer lab or media center for mathematics instruction

7. How often do you use computers to administer each of the following types of mathematics tests?

		Never use computers	Sometimes use computers	Always use computers	
a.	Tests that you give to the whole class	A	B	C	VB535964
b.	Make-up tests for individual students	A	B	C	VB5359654
c.	Individualized tests for some or all students (other than make-up tests)	A	B	C	VB535966

8. How often do you have students do each of the following types of computer activities related to mathematics? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Practice or review mathematics topics on the computer	A	B	C	D	VB543520
b.	Extend mathematics learning with enrichment activities on the computer	A	B	C	D	VB543521
c.	Research a mathematics topic on the Internet or CD-ROM	A	B	C	D	VB543542
d.	Work with a spreadsheet program	A	B	C	D	VB543546
e.	Work with a word processing program for a mathematics assignment	A	B	C	D	VB543547
f.	Use a drawing program for geometric shapes	A	B	C	D	VB543548
g.	Use a graphing program	A	B	C	D	VB543549
h.	Communicate via e-mail about mathematics	A	B	C	D	VB543543
i.	Talk in chat groups about mathematics	A	B	C	D	VB543544
j.	Play mathematics computer games	A	B	C	D	VB543545

9. How often do **you** do each of the following types of computer activities? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Use the computer as a tool to present mathematics concepts to your students	A	B	C	D	VB535968
b.	Look up mathematics information using the Internet or a CD-ROM	A	B	C	D	VB535969
c.	Develop mathematics curricula or assignments	A	B	C	D	VB535970
d.	Use a gradebook program	A	B	C	D	VB535971
e.	Post homework, assignment, or schedule information on the web	A	B	C	D	VB535972

10. Is there technical support available to you in your school to help answer computer questions?

    A. Yes

    B. No

11. Is there software for mathematics instruction available at your school?

    A. Yes

    B. No

12. Is there training or professional development in using computers for mathematics instruction available at your school or district?

    A. Yes

    B. No

13. To what extent are students permitted to use calculators during mathematics lessons?

    A. Unrestricted use

    B. Restricted use

    C. Calculators are not permitted

14. What kind of calculator do your students usually use during mathematics lessons?

A. None

B. Basic Four-Function (Addition, Subtraction, Multiplication, Division)

C. Scientific (not Graphing)

D. Graphing

15. At your school, who sets the policy on calculator use in the classroom?

A. Each individual teacher

B. The mathematics teachers collectively within the school

C. The curriculum supervisor of the district

D. The local Board of Education

16. How often do your students use calculators for each of the following purposes? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	To work along with whole-class lessons led by you	A	B	C	D	VB543557
b.	To "check their work" on problems they do on their own	A	B	C	D	VB543558
c.	To calculate the answers to problems they do on their own	A	B	C	D	VB543559
d.	To graph mathematical functions	A	B	C	D	VB543560

17. When you give students a mathematics test or quiz, how often do they use a calculator?

A. Never

B. Sometimes

C. Always

18. How often do you and/or your students use each of the following devices during mathematics lessons? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Personal digital devices (e.g., PDA or tablet computer)	A	B	C	D	VB535977
b.	Symbolic manipulator (manipulates and transforms algebraic expressions)	A	B	C	D	VB535978
c.	Geometry sketchbook (translates freehand drawings into mathematics functions)	A	B	C	D	VB535979
d.	Data collection device (records distance, acceleration, pressure, voltage, etc.)	A	B	C	D	VB535980

If you teach <u>Reading/Language Arts</u>, please continue. If you do <u>not</u> teach Reading/Language Arts, skip to Part IV (Science).

Teacher Questionnaire
Part III: Reading/Language Arts – Grade 4

Classroom Organization and Instruction

The following questions ask about the organization of your classroom. If you teach more than one 4th-grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

1.   How many students are in this class? (VB473856)

   A. 15 or fewer

   B. 16 – 18

   C. 19 – 20

   D. 21 – 25

   E. 26 or more

2.   Which best describes your role in teaching **language arts** to this class? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval. (VB473857)

   A. I do not teach language arts to this class.

   B. I teach all or most subjects, including language arts.

   C. The only subject I teach is language arts.

   D. We team teach, and I have primary responsibility for teaching language arts.

3.   Which best describes how **language arts** instruction is organized? Language arts refers to reading, writing, literature, and related topics. Fill in **one** oval. (VB473859)

   A. Language arts is taught primarily as a discrete subject with little or no integration with instruction in other subjects.

   B. Some language arts instruction is integrated with other subjects, and some language arts instruction is presented as a discrete subject.

   C. Language arts lessons are primarily integrated with instruction in other subjects.

The following questions ask about your reading instruction in general. If you teach more than one 4th-grade class, please pick a single one of these classes to use as the basis for answering these questions.

4. About how much time in total do you spend with this class on **language arts instruction** in a typical week? Language arts refers to reading, writing, literature, and related topics. (VB473860)

    A. Less than 3 hours

    B. 3-4.9 hours

    C. 5-6.9 hours

    D. 7-9.9 hours

    E. 10 or more hours

5. On what basis do you create instructional groups for reading in this class? (PJ000198)

    A. I don't create groups for reading in this class.

    B. Ability

    C. Interest

    D. Diversity

    E. Other

6. How often do you do the following things as part of reading instruction with this class? Fill in **one** oval on each line. (new)

		Never or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a.	Ask students to read aloud	A	B	C	D
b.	Ask students to talk with each other about what they have read	A	B	C	D
c.	Ask students to write about something they have read	A	B	C	D
d.	Ask students to work in a reading workbook or on a worksheet	A	B	C	D
e.	Ask students to read silently	A	B	C	D
f.	Give students time to read books they have chosen themselves	A	B	C	D
g.	Ask students to do a group activity or project about what they have read	A	B	C	D
h.	Ask students to discuss different interpretations of what they have read	A	B	C	D
i.	Ask students to explain or support their understanding of what they have read	A	B	C	D
j.	Watch movies, videos, filmstrips, television; or listen to tapes, compact discs, or records	A	B	C	D
k.	Help students understand new words	A	B	C	D
l.	Ask students to answer questions about what they have read in writing	A	B	C	D
m.	Ask students to make predictions about what they read as they are reading it	A	B	C	D
n.	Ask students to make generalizations and draw inferences based on what they have read	A	B	C	D
o.	Ask students to describe the style or structure of the text they have read	A	B	C	D

7. How often do you use each of the following to assess student progress in reading? Fill in **one** oval on each line. (PJ000266)

		Never or hardly ever	Once or twice a year	Once or twice a month	Once or twice a week	
a.	Multiple-choice tests	A	B	C	D	(ID100373)
b.	Short-answer tests	A	B	C	D	(ID100375)
c.	Paragraph length written responses about what students have read	A	B	C	D	(PJ000269)
d.	Individual or group projects or presentations	A	B	C	D	(PJ000270)
e.	Reading portfolios	A	B	C	D	(PJ000272)
f.	Extended essays/papers on assigned topics	A	B	C	D	(PJ00271)
g.	Oral reading assignment	A	B	C	D	(PJ000273)

If you teach <u>Science</u>, please continue. If you do <u>not</u> teach Science, you have finished the survey. Thank you for your time.

Teacher Questionnaire
Part IV: Science – Grade 4

Classroom Organization and Instruction

The following questions ask about the organization of your classroom. If you teach more than one 4th-grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

1.   How many students are in this class? (VB473856)

   A. 15 or fewer

   B. 16-18

   C. 19-20

   D. 21-25

   E. 26 or more

2.   Which best describes your role in teaching **science** to this class? Fill in **one** oval (new)

   A. I do not teach science to this class.

   B. I teach all or most subjects, including science.

   C. The only subject I teach is science.

   D. We team teach, and I have primary responsibility for teaching science.

3.   Which of the following statements is true about how well your school system provides you with the instructional materials and other resources you need to teach your class? (HE001022)

   A. I get all the resources I need.

   B. I get most of the resources I need.

   C. I get some of the resources I need.

   D. I don't get any of the resources I need.

The following questions ask about your science instruction in general. If you teach more than one 4th grade science class, please pick a single one of these classes to use as the basis for answering these questions.

4. About how much time in total do you spend with this class on **science instruction** in a typical week? (new)

A. Less than 1 hour

B. 1-1.9 hours

C. 2-2.9 hours

D. 3-3.9 hours

E. 4 hours or more

5. About how often do your science students do each of the following? Fill in **one** oval on each line. (HE002414)

		Never or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a.	Read a science textbook (HE002415)	A	B	C	D
b.	Read a book or a magazine about science (HE002416)	A	B	C	D
c.	Discuss science in the news (HE002417)	A	B	C	D
d.	Work with other students on a science activity or project (HE002418)	A	B	C	D
e.	Give an oral science report (HE002419)	A	B	C	D
f.	Prepare a written science report (HE002420)	A	B	C	D
g.	Do hands-on activities or investigations in science (HE002421)	A	B	C	D
h.	Talk about the measurements and results from students' hands-on activities (HE002422)	A	B	C	D
i.	Take a science test or quiz (HE002423)	A	B	C	D

6. When you teach science, about how often do you do each of the following? Fill in **one** oval on each line. (HE002426)

		Never or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a.	Do a science demonstration (HE002428)	A	B	C	D
b.	Use computers for science (e.g., science software, telecommunications) (HE002432)	A	B	C	D
c.	Read to students from the science textbook (ID110404)	A	B	C	D

7. In this class, about how much time do you spend on each of the following areas of science? Fill in **one** oval on each line. (HE002463)

		None	Little	Some	A lot
a.	Life science	A	B	C	D
b.	Earth science	A	B	C	D
c.	Physical science	A	B	C	D

8. Do you ever assign individual or group science projects or investigations in school that take a week or more? (HE002445)

A. Yes

B. No

9. How often do you use each of the following to assess student progress in science? Fill in **one** oval on each line. (HE002446)

		Never or Hardly Ever	Once or Twice a Month	Once or Twice a Week	Almost Every Day
a.	Multiple-choice tests (HE002447)	A	B	C	D
b.	Short written responses (e.g., a phrase or sentence)	A	B	C	D
c.	Long written responses (e.g., several sentences or paragraphs)	A	B	C	D

Teacher Questionnaire
Grade 8

Part I: Background, Education, & Training

1. Are you Hispanic or Latino? Fill in **one or more ovals.** (VB331330)

   A. No, I am not Hispanic or Latino.

   B. Yes, I am Mexican, Mexican American, or Chicano.

   C. Yes, I am Puerto Rican or Puerto Rican American.

   D. Yes, I am Cuban or Cuban American.

   E. Yes, I am from some other Hispanic or Latino background.

2. Which of the following best describes you? Fill in **one or more ovals.** (VB331331)

   A. White

   B. Black or African-American

   C. Asian

   D. American Indian or Alaska Native

   E. Native Hawaiian or other Pacific Islander

Questions 3–4. For the next two questions, include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching.

3. Counting this year, how many years have you worked as an elementary or secondary teacher? If less than 4 months total experience, enter "00." (VB337243)

   _____ Years

4. Counting this year, how many years have you taught mathematics in grades 6 through 12? Include any full-time teaching assignments, part-time teaching assignments, and long-term substitute assignments, but not student teaching. If less than 4 months total experience, enter "00." (VB482728)

   _____ Years

5. What type of teaching certificate do you hold in the state where you currently teach? (NEW)

    A. Regular or standard state certificate or advanced professional certificate → Skip to Question 7

    B. Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period) → Go to Question 6

    C. Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program" → Go to Question 6

    D. Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained) → Go to Question 6

    E. Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching) → Go to Question 6

    F. No certificate→ Go to Question 6

6. Do you hold a currently valid regular or standard certification from a state other than the one in which you are currently teaching? (New)

    A. Yes

    B. No

7. What is the highest academic degree you hold? (HE001012)

    A. High-school diploma

    B. Associate's degree/ vocational certification

    C. Bachelor's degree

    D. Master's degree

    E. Education specialist's or professional diploma based on at least one year's work past master's degree

    F. Doctorate

    G. Professional degree (e.g., M.D., LL.B., J.D., D.D.S.)

8. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **undergraduate** coursework? Fill in **one** oval on each line.

		Yes, a major	Yes, a minor or special emphasis	No	
a.	Mathematics education	A	B	C	VB482657
b.	Mathematics	A	B	C	VB482658
c.	Other mathematics-related subject such as statistics	A	B	C	VB482659
d.	Education (including secondary education)	A	B	C	VB482660

9. Did you have a major, minor, or special emphasis in any of the following subjects as part of your **graduate** coursework? Fill in **one** oval on each line.

		Yes, a major	Yes, a minor or special emphasis	No	
a.	Mathematics education	A	B	C	VB473837
b.	Mathematics	A	B	C	VB473838
c.	Other mathematics-related subject such as statistics	A	B	C	VB473839
d.	Education (including secondary education)	A	B	C	VB473840

10. As part of either your undergraduate or graduate coursework, how many **advanced mathematics** courses (such as trigonometry, calculus, or statistics) did you take?

A. None

B. 1 or 2 courses

C. 3 or 4 courses

D. 5 or more courses

11. As part of either your undergraduate or graduate coursework, how many **mathematics education** courses did you take?

A. None

B. 1 or 2 courses

C. 3 or 4 courses

D. 5 or more courses

12. During the last **two years**, did you participate in or lead any of the following professional development activities related to the teaching of mathematics? Fill in **one** oval on each line.

		Yes	No	
a.	College course taken after your first certification	A	B	VB543429
b.	Workshop or training session	A	B	VB543430
c.	Conference or professional association meeting	A	B	VB543431
d.	Observational visit to another school	A	B	VB543432
e.	Mentoring and/or peer observation and coaching as part of a formal arrangement	A	B	VB543433
f.	Committee or task force focusing on curriculum, instruction, or student assessment	A	B	VB543434
g.	Regularly scheduled discussion or study group	A	B	VB543435
h.	Teacher collaborative or network (such as one organized by an outside agency or over the Internet)	A	B	VB543436
i.	Individual or collaborative research	A	B	VB543437
j.	Independent reading on a regular basis (for example, educational journals, books, or the Internet)	A	B	VB543438
k.	Co-teaching/team teaching	A	B	VB543439
l.	Consultation with a mathematics specialist	A	B	VB543440

13. Consider all of the professional development activities you participated in during the last **two years**. To what extent did you learn about each of the following topics? Fill in **one** oval on each line.

		Not at all	Small extent	Moderate extent	Large extent	
a.	How students learn mathematics	A	B	C	D	VB543502
b.	Mathematics theory or applications	A	B	C	D	VB543503
c.	Content standards in mathematics	A	B	C	D	VB543504
d.	Curricular materials available in mathematics (units, texts)	A	B	C	D	VB543505
e.	Instructional methods for teaching mathematics	A	B	C	D	VB543506
f.	Effective use of manipulatives in mathematics instruction	A	B	C	D	VB519181
g.	Effective use of calculators in mathematics instruction	A	B	C	D	VB543507
h.	Use of computers or other technology in mathematics instruction	A	B	C	D	VB543508
i.	Methods for assessing students in mathematics	A	B	C	D	VB543509
j.	Preparation of students for district and state assessments	A	B	C	D	VB543510
k.	Issues related to ability grouping in mathematics	A	B	C	D	VB543511
l.	Strategies for teaching mathematics to students from diverse backgrounds (including English language learners)	A	B	C	D	VB543512

14. Are you teaching the following mathematics courses to eighth-grade students **this year**? Include honors sections. Fill in **one** oval on each line.

		Yes	No	
a.	Remedial Mathematics	A	B	VB543643
b.	General Mathematics	A	B	VB543644
c.	Introduction to Algebra / Pre-algebra	A	B	VB543645
d.	Algebra	A	B	VB543646
e.	Integrated or Sequential Mathematics	A	B	VB543647
f.	Geometry	A	B	VB543648

15. Do you have special leadership responsibilities for mathematics education at your school (for example, responsibilities as a mentor teacher, lead teacher, resource specialist, departmental chair, or master teacher)?

   A. Yes

   B. No

16. Some states and districts have recently initiated school improvement efforts directed at issues such as adequate yearly progress and state accountability standards. These activities are usually led by personnel from outside the particular school. During the last two years have you participated in such activities? (New)

		Yes	No
a.	Within your school	A	B
b.	As part of a team outside your school	A	B

Part II: Classroom Organization and Instruction
Mathematics

The following questions ask about the organization of your classroom. If you teach more than one 8th grade class, please pick a single one of these classes to use as the basis for answering the questions about classroom organization.

1. How many hours of mathematics instruction do your students receive in a typical week?

    A. Less than 3 hours

    B. At least 3 hours, but less than 5 hours

    C. At least 5 hours, but less than 7 hours

    D. 7 or more hours

2. Are computers available for use by you or your students?

    A. Yes, computers are available to my students and to me $\rightarrow$ Go to Question 3

    B. Yes, I have access to computers, but my students do not $\rightarrow$ Skip to Question 8

    C. No, neither my students nor I have access to computers at school $\rightarrow$ Skip to Question 12

3. When using computers for mathematics instruction **in your classroom**, how many computers are available for your students?

    A. One computer for each student

    B. One computer for every two students

    C. One computer for every three students

    D. One computer for every four students

    E. One computer for every five or more students

    F. I do not use computers in my classroom for mathematics instruction.

4.   When using computers for mathematics instruction **in a computer lab or media center**, how many computers are available for your students?

A. There is no computer lab / media center available

B. One computer for each student

C. One computer for every two students

D. One computer for every three students

E. One computer for every four students

F. One computer for every five or more students

G. I do not use computers in a computer lab or media center for mathematics instruction

5.   How often do you use computers to administer each of the following types of mathematics tests?

		Never use computers	Sometimes use computers	Always use computers	
a.	Tests that you give to the whole class	A	B	C	VB535964
b.	Make-up tests for individual students	A	B	C	VB535965
c.	Individualized tests for some or all students (other than make-up tests)	A	B	C	VB535966

The following questions ask about your mathematics instruction in general.

6. Think about the **most advanced** class you teach for eighth-grade students. How often do you have students in this class do each of the following activities? Fill in **one** oval on each line. If you teach only one mathematics class for eighth-grade students, treat that class as your most advanced class and skip to Question 8.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Practice or review mathematics topics on the computer	A	B	C	D	VB543652
b.	Extend mathematics learning with enrichment activities on the computer	A	B	C	D	VB543651
c.	Research a mathematics topic on the Internet or CD-ROM	A	B	C	D	VB543653
d.	Work with a spreadsheet program	A	B	C	D	VB543657
e.	Work with a word processing program for a mathematics assignment	A	B	C	D	VB543658
f.	Use a drawing program—on either a computer or a graphing calculator—for drawing geometric shapes	A	B	C	D	VB543702 MODIFIED
g.	Use a graphing program	A	B	C	D	VB543669
h.	Use a basic four-function calculator (addition, subtraction, multiplication, division)	A	B	C	D	NEW
i.	Use a scientific (not graphing) calculator	A	B	C	D	NEW
j.	Use a graphing calculator	A	B	C	D	NEW
k.	Use another kind of calculator	A	B	C	D	NEW

7. Now think about the **least advanced** class you teach for eighth-grade students. How often do you have students in this class do each of the following activities? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Practice or review mathematics topics on the computer	A	B	C	D	VB543704
b.	Extend mathematics learning with enrichment activities on the computer	A	B	C	D	VB543705
c.	Research a mathematics topic on the Internet or CD-ROM	A	B	C	D	VB543706
d.	Work with a spreadsheet program	A	B	C	D	VB543710
e.	Work with a word processing program for a mathematics assignment	A	B	C	D	VB543711
f.	Use a drawing program—on either a computer or a graphing calculator—for drawing geometric shapes	A	B	C	D	VB543714 MODIFIED
g.	Use a graphing program	A	B	C	D	VB543712
h.	Use a basic four-function calculator (addition, subtraction, multiplication, division)	A	B	C	D	NEW
i.	Use a scientific (not graphing) calculator	A	B	C	D	NEW
j.	Use a graphing calculator	A	B	C	D	NEW
k.	Use another kind of calculator	A	B	C	D	NEW

8. How often do **you** do each of the following computer activities? Fill in one oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Use the computer as a tool to present mathematics concepts to your students	A	B	C	D	VB535968
b.	Look up mathematics information using the Internet or a CD-ROM	A	B	C	D	VB535969
c.	Develop mathematics curricula or assignments	A	B	C	D	VB535970
d.	Use a gradebook program	A	B	C	D	VB535971
e.	Post homework, assignment, or schedule information on the web	A	B	C	D	VB535972

9. Is there technical support available to you in your school to help answer computer questions?

A. Yes

B. No

10. Is there software for mathematics instruction available at your school?

A. Yes

B. No

11. Is there training or professional development in using computers for mathematics instruction available at your school or district?

A. Yes

B. No

12. To what extent are students permitted to use calculators during mathematics lessons? Please answer separately for your most advanced and least advanced eighth-grade mathematics classes. Fill in one oval on each line. If you teach only one mathematics class for eighth-grade students, treat the class as your most advanced class and mark "D" on the second line.

	Unrestricted Use	Restricted Use	Calculators are not permitted	I teach only one class	
a. Most advanced class	A	B	C		VB518854
b. Least advanced class	A	B	C	D	VB518855

13. At your school, who sets the policy on calculator use in the classroom?

   A. Each individual teacher

   B. The mathematics teachers collectively within the school

   C. The curriculum supervisor of the district

   D. The local Board of Education

14. Think about **the most advanced** mathematics class you teach for eighth-grade students. How often do your students use calculators for each of the following purposes? Fill in one oval on each line. If you teach only one mathematics class for eighth-grade students, treat that class as your most advanced class and skip to Question 25.

	Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a. To work along with whole-class lessons led by you	A	B	C	D	VB543557
b. To "check their work" on problems they do on their own	A	B	C	D	VB543558
c. To calculate the answers to problems they do on their own	A	B	C	D	VB543559
d. To graph mathematical functions	A	B	C	D	VB543560

15. Think about the **least advanced** mathematics class you teach for eighth-grade students. How often do your students use calculators for each of the following purposes? Fill in one oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	To work along with whole-class lessons led by you	A	B	C	D	VB543726
b.	To "check their work" on problems they do on their own	A	B	C	D	VB543727
c.	To calculate the answers to problems they do on their own	A	B	C	D	VB543728
d.	To graph mathematical functions	A	B	C	D	VB543729

16. When you give students a mathematics test or quiz, how often do they use a calculator? Please answer separately for your most advanced and least advanced eighth-grade mathematics classes. Fill in **one** oval on each line. If you teach only one mathematics class for eighth-grade students, treat that class as your most advanced class and mark "D" on the second line.

		Never	Sometimes	Always	I teach only one class	
a.	Most advanced class	A	B	C		VB543399
b.	Least advanced class	A	B	C	D	VB543400

17. How often do you and/or your students in any of your eighth-grade mathematics classes use each of the following devices during mathematics lessons? Fill in **one** oval on each line.

		Never or almost never	Once or twice a month	Once or twice a week	Every day or almost every day	
a.	Personal digital devices (e.g., PDA or tablet computer)	A	B	C	D	VB535977
b.	Symbolic manipulator (manipulates and transforms algebraic expressions)	A	B	C	D	VB535978
c.	Geometry sketchbook (translates freehand drawings into mathematics functions)	A	B	C	D	VB535979
d.	Data collection device (records distance, acceleration, pressure, voltage, etc.)	A	B	C	D	VB535980

SECTION 4

2005 -- SCHOOL QUESTIONS

I.   Grade 4 Operational (Reading, Math, Science)

II. Grade 8 Operational (Reading, Math, Science)

III. Grade 12 Operational (Reading, Math, Science)
     and Pilot (History, Civics, Economics)

IV. Grade 4 Pilot (History, Civics)

V.   Grade 8 Pilot (History, Civics)

OMB Information on School Questionnaire Cover Page

I. School Questionnaire
Grade 4

This questionnaire should be completed by the principal or the head of the school.

Part I: School Characteristics and Policies

1.   What grades are taught in your school? Fill in **all** ovals that apply. (VB337248)

A. Pre-kindergarten

B. Kindergarten

C. 1st grade

D. 2nd grade

E. 3rd grade

F. 4th grade

G. 5th grade

H. 6th grade

I.   7th grade

J. 8th grade

K. 9th grade

L. 10th grade

M. 11th grade

N. 12th grade

2. Do all students in your school follow the same school calendar? (New)

☐ Yes—please answer question 2a
☐ No—please answer question 2b

2a. Please indicate the number of hours of instruction that 4th grade students in your school completed as of February 1, 2005.

☐☐☐☐ hours of instruction as of February 1, 2005

2b. For each group of students following a separate calendar, please indicate the number of hours of instruction that 4th grade students in your school completed as of February 1, 2005.

First group: ☐☐☐☐ hours of instruction as of February 1, 2005

Second group: ☐☐☐☐ hours of instruction as of February 1, 2005

Third group: ☐☐☐☐ hours of instruction as of February 1, 2005

3. What is the current enrollment in your school? (VB337256)

☐☐☐☐

4. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256)
   A. 0%
   B. 1-5%
   C. 6-10%
   D. 11-25%
   E. 26-50%
   F. 51-75%
   G. 76-90%
   H. Over 90%

5. Does your school participate in the National School Lunch Program? (HE002094 MODIFIED)

   A. Yes
   B. No

   If Yes:
   How does the school operate the program?

   A. Student eligibility is determined individually, and eligible students receive free or reduced-price lunch
   B. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3)

6. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (New)

   A. This school does not distribute free lunch to all students under Provision 2 or 3— eligibility is determined annually.
   B. 2004
   C. 2003
   D. 2002
   E. 2001
   F. 2000
   G. 1999 or earlier

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (ID100392 MODIFIED)

   A. 0%
   B. 1-5%
   C. 6-10%
   D. 11-25%
   E. 26-34%
   F. 35-50%
   G. 51-75%
   H. 76-99%
   I. 100%

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB482656 MODIFIED)

A. No

B. Yes, our school receives funds, which are targeted to eligible students

C. Yes, our school receives funds, which are used for schoolwide purposes

9. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB482847)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Targeted Title I services (VB482848 MODIFIED)	A	B	C	D	E	F	G	H
b.	Gifted and talented program (VB482848)	A	B	C	D	E	F	G	H
c.	Instruction provided in student's home language (non-English (VB482848)	A	B	C	D	E	F	G	H
d.	English-as-a-second-language (not in a bilingual education program) (VB482848)	A	B	C	D	E	F	G	H
e.	Special education (VB482848)	A	B	C	D	E	F	G	H

School Questionnaire
Part II: Mathematics – Grade 4

1. Are fourth-grade teachers in your school required to set aside a certain amount of time each day for mathematics instruction?

    A. Yes

    B. No

2. Are fourth-grade students from different classes typically **grouped** for mathematics instruction by ability and/or achievement levels (so that some instruction groups are higher in average mathematics ability and/or achievement levels than others)?

    A. Yes

    B. No

3. How often are fourth-grade students' mathematics placements evaluated?

    A. Once a year

    B. Once a marking period (semester, trimester)

    C. More than once a marking period

    D. Students are not grouped by ability

4. Is there a mathematics specialist available (full or part time) to your school?

    A. Yes, available **full-time** to my school $\rightarrow$ Go to Question 5

    B. Yes, available **part-time** to my school $\rightarrow$ Go to Question 5

    C. No $\rightarrow$ Skip to Part III.

5. Is each of the following a responsibility of the mathematics specialist available to your school? Fill in **one** oval on each line.

		Yes	No	
a.	Provide technical assistance/support to individual teachers about mathematics content or the teaching of mathematics	A	B	VB525181
b.	Conduct inservice training for groups of teachers about mathematics content or the teaching of mathematics	A	B	VB517156
c.	Provide mathematics instruction to students on various **topics**	A	B	VB525177
d.	Provide mathematics instruction to students at various **grade levels**	A	B	VB525178
e.	Provide mathematics **remediation** to some student groups	A	B	VB525179
f.	Provide mathematics **enhancement** to some student groups	A	B	VB525180

School Questionnaire
Part III: Reading and Science – Grade 4

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line. (New)

		Not at all	Small extent	Moderate extent	Large extent
a.	Use of language arts across the curriculum	A	B	C	D
b.	Interpreting and analyzing literature	A	B	C	D
c.	Understanding the process of reading or writing	A	B	C	D
d.	Instructional strategies for teaching language arts	A	B	C	D

II. School Questionnaire
Grade 8

This questionnaire should be completed by the principal or the head of the school.

Part I: School Characteristics and Policies Questionnaire

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248)

    A. Pre-kindergarten

    B. Kindergarten

    C. 1st grade

    D. 2nd grade

    E. 3rd grade

    F. 4th grade

    G. 5th grade

    H. 6th grade

    I. 7th grade

    J. 8th grade

    K. 9th grade

    L. 10th grade

    M. 11th grade

    N. 12th grade

2. Do all students in your school follow the same school calendar? (new)

☐ Yes—please answer question 2a
☐ No—please answer question 2b

2a. Please indicate the number of hours of instruction that 8th grade students in your school completed as of February 1, 2005.

☐☐☐☐ hours of instruction as of February 1, 2005

2b. For each group of students following a separate calendar, please indicate the number of hours of instruction that 8th grade students in your school completed as of February 1, 2005.

First group: ☐☐☐☐ hours of instruction as of February 1, 2005

Second group: ☐☐☐☐ hours of instruction as of February 1, 2005

Third group: ☐☐☐☐ hours of instruction as of February 1, 2005

3. What is the current enrollment in your school? (VB337256)

☐☐☐☐

4. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256)

A. 0%
B. 1-5%
C. 6-10%
D. 11-25%
E. 26-50%
F. 51-75%
G. 76-90%
H. Over 90%

5. Does your school participate in the National School Lunch Program? (HE002094 MODIFIED)

    A. Yes

    B. No

If Yes:
How does the school operate the program?

    A. Student eligibility is determined individually, and eligible students receive free or reduced-price lunch

    B. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3)

6. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (New)

    A. This school does not distribute free lunch to all students under Provision 2 or 3— eligibility is determined annually.

    B. 2004

    C. 2003

    D. 2002

    E. 2001

    F. 2000

    G. 1999 or earlier

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (ID100392 MODIFIED)

    A. 0%

    B. 1-5%

    C. 6-10%

    D. 11-25%

    E. 26-34%

    F. 35-50%

    G. 51-75%

    H. 76-99%

    I. 100%

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB482656 MODIFIED)

A. No

B. Yes, our school receives funds, which are targeted to eligible students

C. Yes, our school receives funds, which are used for schoolwide purposes

9. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB482847)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Targeted Title I services (VB482848 MODIFIED)	A	B	C	D	E	F	G	H
b.	Gifted and talented program (VB482848)	A	B	C	D	E	F	G	H
c.	Instruction provided in student's home language (non-English (VB482848)	A	B	C	D	E	F	G	H
d.	English-as-a-second-language (not in a bilingual education program) (VB482848)	A	B	C	D	E	F	G	H
e.	Special education (VB482848)	A	B	C	D	E	F	G	H

School Questionnaire
Part II: Mathematics – Grade 8

1. What percentage of **eighth-grade** students in your school enroll in more than one mathematics class in a year (including summer school) for the purpose of **remediation or to catch up to grade level**? Do **not** include students who receive additional mathematics instruction as part of special education or because of IEP provisions.

   A. None

   B. 1 to 5 percent

   C. 6 to 10 percent

   D. 11 to 20 percent

   E. More than 20 percent

2. What percentage of **eighth-grade** students in your school enroll in more than one mathematics class in a year (including summer school) for the purpose of **advancement or to get ahead of grade level**?

   A. None

   B. 1 to 5 percent

   C. 6 to 10 percent

   D. 11 to 20 percent

   E. More than 20 percent

3. What percentage of **eighth-grade** students in your school is enrolled in the following mathematics classes? Fill in **one** oval on each line.

		None	1-10%	11-25%	26-50%	51-75%	76-90%	91-100%	
a.	Eighth-grade mathematics (not algebra or pre-algebra)	A	B	C	D	E	F	G	VB525186 MODIFIED
b.	Introduction to algebra or pre-algebra	A	B	C	D	E	F	G	VB525187
c.	Algebra I (one-year course)	A	B	C	D	E	F	G	VB525188
d.	Algebra I (first year of two-year course)	A	B	C	D	E	F	G	VB525189
e.	Algebra I (second year of two-year course)	A	B	C	D	E	F	G	VB517155
f.	Geometry	A	B	C	D	E	F	G	VB525190
g.	Algebra II	A	B	C	D	E	F	G	VB525191
h.	Integrated or sequential mathematics	A	B	C	D	E	F	G	VB525192

4. Are **eighth-grade** students typically assigned to mathematics classes by ability and/or achievement levels (so that some classes are higher in average ability and/or achievement levels than others)?

    A. Yes
    B. No

5. Please estimate the percentage of students that is transferred to a **higher** ability/achievement-based placement in mathematics between eighth and ninth grade.

    A. Less than 1 percent
    B. 1 to 5 percent
    C. 6 to 10 percent
    D. 11 to 25 percent
    E. More than 25 percent
    F. Students are not grouped by ability

6.   Please estimate the percentage of students that is transferred to a **lower** ability/achievement-based mathematics placement between eighth and ninth grade.

   A. Less than 1 percent

   B. 1 to 5 percent

   C. 6 to 10 percent

   D. 11 to 25 percent

   E. More than 25 percent

   F. Students are not grouped by ability

School Questionnaire
Part III: Reading and Science – Grade 8

1. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in **one** oval on each line. (New)

		Not at all	Small extent	Moderate extent	Large extent
a.	Use of language arts across the curriculum	A	B	C	D
b.	Interpreting and analyzing literature	A	B	C	D
c.	Understanding the process of reading or writing	A	B	C	D
d.	Instructional strategies for teaching language arts	A	B	C	D

III. School Questionnaire
Grade 12

This questionnaire should be completed by the principal or the head of the school.

Part I: School Characteristics and Policies

1.   What grades are taught in your school? Fill in **all** ovals that apply. (VB337248)

   A. Pre-kindergarten
   B. Kindergarten
   C. 1st grade
   D. 2nd grade
   E. 3rd grade
   F. 4th grade
   G. 5th grade
   H. 6th grade
   I.   7th grade
   J. 8th grade
   K. 9th grade
   L. 10th grade
   M. 11th grade
   N. 12th grade

2. Do all students in your school follow the same school calendar? (New as of R & S)

☐ Yes—please answer question 2a
☐ No—please answer question 2b

2a. Please indicate the number of hours of instruction that 12th grade students in your school completed as of February 1, 2005.

☐☐☐☐ hours of instruction as of February 1, 2005

2b. For each group of students following a separate calendar, please indicate the number of hours of instruction that 12th grade students in your school completed as of February 1, 2005.

First group: ☐☐☐☐ hours of instruction as of February 1, 2005

Second group: ☐☐☐☐ hours of instruction as of February 1, 2005

Third group: ☐☐☐☐ hours of instruction as of February 1, 2005

3. What is the current enrollment in your school? (VB337256)

☐☐☐☐

4. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256)

A. 0%
B. 1-5%
C. 6-10%
D. 11-25%
E. 26-50%
F. 51-75%
G. 76-90%
H. Over 90%

5.   Does your school participate in the National School Lunch Program? (HE002094 MODIFIED)

   A. Yes

   B. No

   If Yes:
   How does the school operate the program?

   A. Student eligibility is determined individually, and eligible students receive free or reduced-price lunch

   B. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3)

6.   If your school distributes free lunch to all students under Provision 2 or 3, what was the <u>base year</u> during which individual student eligibility was collected? (New)

   A. This school does not distribute free lunch to all students under Provision 2 or 3— eligibility is determined annually.

   B. 2004

   C. 2003

   D. 2002

   E. 2001

   F. 2000

   G. 1999 or earlier

7.   During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (ID100392 MODIFIED)

   A. 0%

   B. 1-5%

   C. 6-10%

   D. 11-25%

   E. 26-34%

   F. 35-50%

   G. 51-75%

   H. 76-99%

   I. 100%

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB482656 MODIFIED)

   A. No

   B. Yes, our school receives funds, which are targeted to eligible students

   C. Yes, our school receives funds, which are used for schoolwide purposes

9. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB482847)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Targeted Title I services (VB482848 MODIFIED)	A	B	C	D	E	F	G	H
b.	Advanced Placement, International Baccalaureate, and honors courses (new)	A	B	C	D	E	F	G	H
c.	Instruction provided in student's home language (non-English (VB482848)	A	B	C	D	E	F	G	H
d.	English-as-a-second-language (not in a bilingual education program) (VB482848)	A	B	C	D	E	F	G	H
e.	Special education (VB482848)	A	B	C	D	E	F	G	H

10. Of students in last year's graduating class, approximately what percentage has gone on to each of the following types of schools? Fill in **one** oval on each line. (VB338407)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Two-year colleges (C047301)	A	B	C	D	E	F	G	H
b.	Four-year colleges or universities (C047302)	A	B	C	D	E	F	G	H
c.	Vocational-technical or business schools (C047303)	A	B	C	D	E	F	G	H

School Questionnaire
Part II: Mathematics – Grade 12

1. Beginning with ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in mathematics for graduation this year?

   A. None

   B. One-half year

   C. One year

   D. Two years

   E. Three years

   F. Four years

   G. More than four years

2. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line.

		Yes	No	
a.	Pre-calculus, third-year algebra, or elementary functions and analysis	A	B	VB543396
b.	Trigonometry	A	B	VB543395
c.	Advanced Placement Calculus AB	A	B	VB543387
d.	Advanced Placement Calculus BC	A	B	VB543389
e.	Calculus (other than those listed above)	A	B	VB543386
f.	Advanced Placement Statistics	A	B	VB543390
g.	Probability and/or Statistics (other than those listed above)	A	B	VB543397
h.	Advanced Placement Computer Science	A	B	VB543393
i.	Computer Science (other than those listed above)	A	B	VB543392

3. Does your school offer **online** mathematics **test preparation** courses for students in your school?

    A. Yes

    B. No

4. Does your school offer **online** mathematics courses **for credit**?

    A. Yes

    B. No

School Questionnaire
Part III: Reading, Science (and Mathematics) – Grade 12

1. Beginning in the ninth grade, how many years (or Carnegie-unit equivalents) of course work does your school or district require of each student in each of the following subject areas for graduation this year? Fill in **one** oval on each line. (HE002252)

		None	One-half year	One year	Two years	Three years	Four years	More than four years
a.	Reading/ English/ Language Arts (code needed)	A	B	C	D	E	F	G
b.	Science (HE002254)	A	B	C	D	E	F	G
c.	Mathematics (code needed)	A	B	C	D	E	F	G

2. During the last two years, to what extent have professional development activities offered to teachers in your school focused on the following? Fill in one oval on each line. (New)

		Not at all	Small extent	Moderate extent	Large extent
a.	Use of language arts across the curriculum	A	B	C	D
b.	Interpreting and analyzing literature	A	B	C	D
c.	Understanding the process of reading or writing	A	B	C	D
d.	Instructional strategies for teaching language arts	A	B	C	D

3. Are courses of at least one semester in length taught in your school in each of the following subjects? Fill in **one** oval on each line. (QK070745)

		Yes	No
a.	Advanced biology (beyond an introductory course) (QK070746)	A	B
b.	Advanced chemistry (beyond an introductory course) (QK070747)	A	B
c.	Advanced physics (beyond an introductory course) (QK070748)	A	B

School Questionnaire
Part IV: U.S. History and Civics – Grade 12

This questionnaire should be completed by the principal or the head of the school.

For the purposes of this questionnaire, "civics" means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

1. For students who will graduate this year, what is the total number of years (or Carnegie-unit equivalents) of coursework that your school or district requires in social studies? (Count only requirements for courses taken in grades 9 through 12.) (VB338395)

    A. None
    B. One-half year
    C. One year
    D. Two years
    E. Three years
    F. Four years
    G. More than four years

2. Of the years required for social studies, how many years (or Carnegie-unit equivalents) of coursework does your school or district require of each student in each of the following subjects? Fill in **one** oval on each line. (VB338396)

		None	One-half year	One year	Two years	Three years	Four years
a.	A course primarily focused on U.S. history (VB338397)	A	B	C	D	E	F
b.	A course primarily focused on civics or government (New)	A	B	C	D	E	F

3. At what grade do students in your school typically take the following courses? Fill in **all** ovals that apply. (VB338399)

	9th grade	10th grade	11th grade	12th grade	This class is not offered in my school
a. A course primarily focused on U.S. history (VB338392)	A	B	C	D	E
b. A course primarily focused on civics or government (New)	A	B	C	D	E

4. How many students in your school are currently enrolled in Advanced Placement courses in each of the following subjects? Fill in one oval on each line. (New)

	None	1-5	6-10	11-25	26-50	More than 50
a. U. S. History (New)	A	B	C	D	E	F
b. U.S. Government and Politics (New)	A	B	C	D	E	F

School Questionnaire
Part V: Economics – Grade 12

For the purposes of this questionnaire, "economics" means the study of the basic problem of limited resources and how people chose to use these resources.

Economics may be taught from an academic perspective, or it may be taught in an applied context, including:

- An individual and household context, including decisions about earning, saving, and personal financial challenges

- A business context, with a focus on entrepreneurs, workers, producers, and investors

- A public context, including government, policy, citizenship, and domestic and international organizations

1. Which of the following **economics-related courses** are offered in your school? Please include courses that were offered this year or last year. Fill in **all** ovals that apply.

		Offered as			
		Full year course	Full semester course or equivalent	Partial semester course	Not offered
a.	Economics course (General course **other than** Advanced Placement, International Baccalaureate, or Honors Economics)	A	B	C	D
b.	Government and Economics course (combined course)	A	B	C	D
c.	Consumer Economics or Personal Finance course	A	B	C	D
d.	Advanced Placement Economics course	A	B	C	D
e.	International Baccalaureate Economics course	A	B	C	D
f.	Honors Economics course (**Other than** Advanced Placement or International Baccalaureate Economics)	A	B	C	D
g.	Business course such as Entrepreneurship, Marketing, or Business Principles	A	B	C	D
h.	Any other economics course *(Please specify)*_____	A	B	C	D
i.	Any other course that includes an extended (at least 8-week long) unit on economics *(Please specify)* _____	A	B	C	D

2. By the time they graduate, what percentage of the students in your school will have taken at least one semester of each of the following courses? Fill in **one** oval on each line.

		None/ course not offered	10% or Less	11-25%	26-50%	51-75%	76% or more
a.	Economics course (General course **other than** Advanced Placement, International Baccalaureate, or Honors Economics)	A	B	C	D	E	F
b.	Government and Economics course (combined course)	A	B	C	D	E	F
c.	Consumer Economics or Personal Finance course	A	B	C	D	E	F
d.	Advanced Placement Economics course	A	B	C	D	E	F
e.	International Baccalaureate Economics course	A	B	C	D	E	F
f.	Honors Economics course (**Other than** Advanced Placement or International Baccalaureate Economics)	A	B	C	D	E	F
g.	Business course such as Entrepreneurship, Marketing, or Business Principles	A	B	C	D	E	F
h.	Any other economics course *(Please specify)* _____	A	B	C	D	E	F
i.	Any other course that includes an extended (at least 8-week long) unit on economics *(Please specify)* _____	A	B	C	D	E	F

3. Are general education students and special education students **required** to take at least one semester of any of the following economics-related courses **for graduation**? Fill in **all** ovals that apply.

		Yes, General Education Students	Yes, Special Education Students	No
a.	Economics course (General course **including** Advanced Placement, International Baccalaureate, or Honors Economics)	A	B	C
b.	Government and Economics course (combined course)	A	B	C
c.	Consumer Economics or Personal Finance course	A	B	C
d.	Business course such as Entrepreneurship, Marketing, or Business Principles	A	B	C
e.	Any other economics course *(Please specify)*_____	A	B	C
f.	Any other course that includes an extended (at least 8-week long) unit on economics *(Please specify)* _____	A	B	C
g.	At least one economics-related course, that students choose from among a variety of courses such as those listed above	A	B	C

4. Can students choose to take an economics course (from among a variety of other social studies courses) to fulfill a general social studies graduation requirement?

A. Yes

B. No

5.   Are students in your school required to pass a district or state standardized test **on economics** in order to graduate? Fill in **all** ovals that apply.

   A. Yes, a district test

   B. Yes, a state test

   C. No

6.   Are students in your school required to pass a district or state standardized test **that includes questions about economics** as well as questions about other subject areas in order to graduate? Fill in **all** ovals that apply.

   A. Yes, a district test

   B. Yes, a state test

   C. No

7.   Are any of the following **co-curricular activities** related to economics available through your school? They could be part of a class or offered as an extracurricular activity. Fill in **one** oval on each line.

		Available	Not available	Don't know
a.	Future Business Leaders of America (FBLA)	A	B	C
b.	DECA (an association of marketing students)	A	B	C
c.	Junior Achievement	A	B	C
d.	Investment club	A	B	C
e.	Fed Challenge	A	B	C
f.	Economics Challenge	A	B	C
g.	The Academic Decathlon	A	B	C
h.	Stock market game/simulation	A	B	C
i.	Student managed school store	A	B	C
j.	Student managed credit union or bank	A	B	C
k.	Other *(Please specify)* _____	A	B	C

IV. School Questionnaire
Grade 4

This questionnaire should be completed by the principal or the head of the school.

Part I. School Characteristics and Policies

1. What grades are taught in your school? Fill in **all** ovals that apply. (VB337248)

   A. Pre-kindergarten

   B. Kindergarten

   C. 1st grade

   D. 2nd grade

   E. 3rd grade

   F. 4th grade

   G. 5th grade

   H. 6th grade

   I. 7th grade

   J. 8th grade

   K. 9th grade

   L. 10th grade

   M. 11th grade

   N. 12th grade

2.   Do all students in your school follow the same school calendar? (New as of R & S)

☐ Yes—please answer question 2a
☐ No—please answer question 2b

2a.   Please indicate the number of hours of instruction that 4th grade students in your
       school completed as of February 1, 2005.

       ☐☐☐☐   hours of instruction as of February 1, 2005

2b.   For each group of students following a separate calendar, please indicate the number
       of hours of instruction that 4th grade students in your school completed as of February
       1, 2005.

       First group: ☐☐☐☐   hours of instruction as of February 1, 2005

       Second group: ☐☐☐☐   hours of instruction as of February 1, 2005

       Third group: ☐☐☐☐   hours of instruction as of February 1, 2005

3.   What is the current enrollment in your school? (VB337256)

☐☐☐☐

4.   Of the students currently enrolled in your school, what percentage has been identified as
       limited-English proficient? (VB337256)
       A. 0%
       B. 1-5%
       C. 6-10%
       D. 11-25%
       E. 26-50%
       F. 51-75%
       G. 76-90%
       H. Over 90%

5.   Does your school participate in the National School Lunch Program? (HE002094 MODIFIED)

　　　A. Yes
　　　B. No

　　　If Yes:
　　　How does the school operate the program?

　　　A. Student eligibility is determined individually, and eligible students receive free or reduced-price lunch
　　　B. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3)

6.   If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (New)

　　　A. This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.
　　　B. 2004
　　　C. 2003
　　　D. 2002
　　　E. 2001
　　　F. 2000
　　　G. 1999 or earlier

7.   During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (ID100392 MODIFIED)

　　　A. 0%
　　　B. 1-5%
　　　C. 6-10%
　　　D. 11-25%
　　　E. 26-34%
　　　F. 35-50%
　　　G. 51-75%
　　　H. 76-99%
　　　I. 100%

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB482656 MODIFIED)

A. No

B. Yes, our school receives funds, which are targeted to eligible students

C. Yes, our school receives funds, which are used for schoolwide purposes

9. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB482847)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Targeted Title I services (VB482848 MODIFIED)	A	B	C	D	E	F	G	H
b.	Gifted and talented program (VB482848)	A	B	C	D	E	F	G	H
c.	Instruction provided in student's home language (non-English (VB482848)	A	B	C	D	E	F	G	H
d.	English-as-a-second-language (not in a bilingual education program) (VB482848)	A	B	C	D	E	F	G	H
e.	Special education (VB482848)	A	B	C	D	E	F	G	H

School Questionnaire
Part II: U.S. History and Civics – Grade 4

This questionnaire should be completed by the principal or the head of the school.

For the purposes of this questionnaire, "civics" means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

1. At what grade do students in your school typically receive instruction with a primary focus on the following subjects? Fill in **all** ovals that apply. (VB33732)

	Prior to the 4th grade	In the 4th grade	After the 4th grade	Students do not receive instruction with a primary focus on this subject
a. State and local history (VB337330)	A	B	C	D
b. U.S. history (VB33732)	A	B	C	D
c. Civics/Government (New)	A	B	C	D

V. School Questionnaire
Grade 8

This questionnaire should be completed by the principal or the head of the school.

Part I. School Characteristics and Policies

1.   What grades are taught in your school? Fill in **all** ovals that apply. _(VB337248)

    A. Pre-kindergarten

    B. Kindergarten

    C. 1st grade

    D. 2nd grade

    E. 3rd grade

    F. 4th grade

    G. 5th grade

    H. 6th grade

    I.   7th grade

    J. 8th grade

    K. 9th grade

    L. 10th grade

    M. 11th grade

    N. 12th grade

2. Do all students in your school follow the same school calendar? (New as of R & S)

☐ Yes—please answer question 2a
☐ No—please answer question 2b

2a. Please indicate the number of hours of instruction that 4th grade students in your school completed as of February 1, 2005.

☐☐☐☐ hours of instruction as of February 1, 2005

2b. For each group of students following a separate calendar, please indicate the number of hours of instruction that 4th grade students in your school completed as of February 1, 2005.

First group: ☐☐☐☐ hours of instruction as of February 1, 2005

Second group: ☐☐☐☐ hours of instruction as of February 1, 2005

Third group: ☐☐☐☐ hours of instruction as of February 1, 2005

3. What is the current enrollment in your school? (VB337256)

☐☐☐☐

4. Of the students currently enrolled in your school, what percentage has been identified as limited-English proficient? (VB337256)

A. 0%
B. 1-5%
C. 6-10%
D. 11-25%
E. 26-50%
F. 51-75%
G. 76-90%
H. Over 90%

5. Does your school participate in the National School Lunch Program? (HE002094 MODIFIED)

    A. Yes

    B. No

    If Yes:
    How does the school operate the program?

    A. Student eligibility is determined individually, and eligible students receive free or reduced-price lunch

    B. All students in school receive free lunch under special provisions (e.g., Provision 2 or 3)

6. If your school distributes free lunch to all students under Provision 2 or 3, what was the base year during which individual student eligibility was collected? (New)

    A. This school does not distribute free lunch to all students under Provision 2 or 3—eligibility is determined annually.

    B. 2004

    C. 2003

    D. 2002

    E. 2001

    F. 2000

    G. 1999 or earlier

7. During this school year, about what percentage of students in your school was eligible to receive a free or reduced-price lunch through the National School Lunch Program? (ID100392 MODIFIED)

    A. 0%

    B. 1-5%

    C. 6-10%

    D. 11-25%

    E. 26-34%

    F. 35-50%

    G. 51-75%

    H. 76-99%

    I. 100%

8. Does your school receive Title I funding? (Title I is a federally funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.) (VB482656 MODIFIED)

A. No

B. Yes, our school receives funds, which are targeted to eligible students

C. Yes, our school receives funds, which are used for schoolwide purposes

9. Approximately what percentage of students in your school receives the following services? Fill in **one** oval on each line. Students who receive more than one service should be counted for each service they receive. Please report the percentage of students who receive each of the following services as of the day you respond to this questionnaire. (VB482847)

		None	1-5%	6-10%	11-25%	26-50%	51-75%	76-90%	Over 90%
a.	Targeted Title I services (VB482848 MODIFIED)	A	B	C	D	E	F	G	H
b.	Gifted and talented program (VB482848)	A	B	C	D	E	F	G	H
c.	Instruction provided in student's home language (non-English (VB482848)	A	B	C	D	E	F	G	H
d.	English-as-a-second-language (not in a bilingual education program) (VB482848)	A	B	C	D	E	F	G	H
e.	Special education (VB482848)	A	B	C	D	E	F	G	H

School Questionnaire
Part II: U.S. History and Civics – Grade 8

This questionnaire should be completed by the principal or the head of the school.

For the purposes of this questionnaire, "civics" means the study of basic concepts about the theory and practice of constitutional democracy in the United States. Also included is the development of intellectual and participatory civic skills, as well as the disposition to assume the rights and responsibilities of individuals in society.

1. At what grade do students in your school typically take the following classes? Fill in **all** ovals that apply. (VB33???)

		6th grade	7th grade	8th grade	9th grade	This class is not offered in my school
a.	A class primarily focused on U.S. history (VB338392)	A	B	C	D	E
b.	Social studies (including classes with titles such as Global Studies or World Studies (VB338393)	A	B	C	D	E
c.	A class primarily focused on civics or government (New)	A	B	C	D	E